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ABSTRACT

The following provisions of the 1990 amendments to the Carl D. Perkins Vocational Education Act are described: establish a new funding authorization level; create new programs; change allocation of funds between states and localities; specify substate allocation of funds; remove most set-asides; and require performance standards and measures. This report summarizes and analyzes the amendments, providing information on the following: (1) the implementation schedule; (2) authorization levels; (3) changes in the basic state grant formula; (4) state activities under basic state grants; (5) performance standards; (5) substate allocation of funds; (6) local uses of funds; (6) assurances of services to special populations; (7) new programs; (8) national assessment; (9) national research centers; (10) the vocational education data system; and (11) negotiated rulemaking. Appendix A provides details of the legislative history of the 1990 amendments. Appendix B discusses several provisions that were considered by Congress but not enacted, and Appendix C provides selected references related to the 1990 reauthorization of the Perkins Act. (KC)

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Vocational Education: Major Provisions of the 1990 Amendments (P.L. 101-392)

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August 30, 1991

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VOCATIONAL EDUCATION: MAJOR PROVISIONS OF THE 1990 AMENDMENTS (P.L. 101-392)

SUMMARY

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, P.L. 101-392, made comprehensive amendments to the Carl D. Perkins Vocational Education Act; extended the authorization of Perkins Act programs through FY 1995; and changed the name of the Perkins Act to the Carl D. Perkins Vocational **and Applied Technology** Education Act (emphasis added). This report summarizes the major changes made by the 1990 Amendments. Some of these changes are highlighted below.

Establishes new authorization level. P.L. 101-392 authorizes $1.6 billion for FY 1991--$600 million more than the $1.0 billion that was appropriated for the Perkins Act for FY 1991--and authorizes "such sums as may be necessary" for each of FY 1992 through FY 1995.

Creates new programs. These include **tech-prep education** to combine and coordinate secondary and postsecondary vocational education activities into a coherent sequence of courses, and **supplementary grants** for facilities and equipment in school districts with concentrations of low-income children.

Changes allocation of funds between States and localities. P.L. 101-392 reserves a higher percentage of funds for State programs (25 percent instead of 20), while it reduces State discretion over these funds and the percentage that can be used for State administration from 7 percent to 5 percent.

Specifies substate allocation of funds. P.L. 101-392 requires that at least 75 percent of each State's basic grant must be distributed through formula grants to local recipients for secondary, postsecondary, and adult vocational programs. The Amendments specify minimum local grant levels--$15,000 for secondary programs, $50,000 for postsecondary and adult programs.

Removes most set asides. Under the Amendments, local recipients must spend Federal funds for the combined objectives of programs for special populations (such as disadvantaged students and disabled students) and program improvement activities. In addition, States and local recipients must provide assurances that members of special populations will be given equal access to high quality vocational education programs funded by the Perkins Act. Former law required separate percentages of funds for special populations and program improvement activities.

Requires Performance Standards and Measures. States must develop and implement performance standards and measures under the Amendments. These must include measures of gains in learning and in program performance as measured by program completion or job placement, for example.

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VOCATIONAL EDUCATION: MAJOR PROVISIONS OF THE 1990 AMENDMENTS (P.L. 101-392)

This report summarizes and analyzes the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, P.L. 101-392, which was signed into law by the President on September 25, 1990.[1] The legislation made comprehensive amendments to the Carl D. Perkins Vocational Education Act (P.L. 98-524, enacted October 19, 1984); extended the authorization of Perkins Act programs, as amended, through FY 1995; and changed the name of the Perkins Act to the Carl D. Perkins Vocational **and Applied Technology** Education Act (emphasis added). Following a description of the implementation schedule, the order of topics generally is parallel to the sequence of provisions in the amendments, as follow:

- authorization levels;
- changes in the basic State grant formula;
- allocation between State and local recipients;
- performance standards;
- substate allocation of funds;
- local uses of funds;
- assurances of services to special populations;
- new programs;
- assessment, research, and data; and
- negotiated rule making.

Appendix A provides details of the legislative history of the 1990 amendments. Appendix B discusses several provisions that were considered by the Congress but not enacted. Appendix C provides selected references related to the 1990 reauthorization of the Perkins Act.

IMPLEMENTATION SCHEDULE

P.L. 101-392, in general, requires most provisions to take effect July 1, 1991; this date coincides with the allocation of grants to the States from the FY 1991 appropriation. Several provisions took effect upon enactment, September 25, 1990; these include the authorization of appropriations, provisions for State and local performance standards, State assessment requirements, requirements concerning the development and review of regulations, and the new program of grants to tribally controlled postsecondary vocational institutions. State plans

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[1]For background to the issues addressed by the 1990 Amendments, see U.S. Library of Congress. Congressional Research Service. *Carl D. Perkins Vocational Education Act: Issues for Reauthorization*. Issue Brief No. IB89069, by Richard N. Apling and Paul M. Irwin, Mar. 28, 1989 (archived July 16, 1991) Washington, 1989.

must be developed and submitted to the Secretary of Education by May 1 preceding the beginning of the fiscal year for which the plan is to be in effect. The due date was May 1, 1991, for the first State plans for Perkins Act activities as amended by the 1990 amendments. The U.S. Department of Education (ED) is in the process of developing regulations to implement the 1990 amendments (see section on *Negotiated Rule Making* [page 17] for additional details).

Comment. The schedule for effective dates means that most provisions of the 1990 amendments will be implemented during the 1991-92 school year. According to *Vocational Training News* (May 16, 1991, page 1), only 22 States met the deadline for submitting State plans to the Secretary of Education; however, all but 4 States reportedly submitted plans within 2 weeks of the May 1 deadline. States had to submit their plans to ED without the guidance of regulations to implement the new law. Apparently States followed the provisions of the amendments, as well as informal communications with ED in developing the plans.

AUTHORIZATION LEVELS

P.L. 101-392 authorizes a total of $1.6 billion to be appropriated for FY 1991 and "such sums as may be necessary" for each of FY 1992 through 1995 (section 3).[2] The subsequent appropriation for FY 1991 under P.L. 101-517 was approximately $1.0 billion.[3] The budget request for FY 1992 is for level funding in the aggregate, with zero funding for consumer and homemaking education, and an approximately equivalent increase for basic State grants. Three areas account for most of the difference between the FY 1991 authorization and the FY 1991 appropriation; two of these areas are new activities (discussed in the section on *New Programs* [page 13]) authorized by the 1990 amendments. The appropriation for basic State grants is $364 million below the authorization level, accounting for more than half of the $600 million difference between the authorizations and appropriations for FY 1991. Part F of title III (Supplementary Grants for Facilities and Equipment) is not funded in FY 1991; the authorization is $100 million. Funding for tech-prep education is $42 million below the authorization. Table 1 shows the FY 1991 authorizations under P.L. 101-392 and the FY 1991 appropriations. Six programs did not receive any funding in FY 1991.

Comment. The FY 1991 authorization of $1.6 billion under P.L. 101-392 is more than 70 percent greater than the FY 1990 funding level of $930 million for the Perkins Act. The FY 1991 appropriation of $1.0 billion represents an increase of almost 8 percent over the funding for the preceding year.

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[2]Unless otherwise indicated, section numbers refer to the Perkins Act, as amended by P.L. 101-392.

[3]For appropriations for the Perkins Act in previous years, see U.S. Library of Congress. Congressional Research Service. *U.S. Department of Education: Major Program Trends, Fiscal Years 1980-1991*. CRS Report for Congress No. 91-10 EPW, by Paul M. Irwin, Coordinator. Washington, 1991.

TABLE 1. FY 1991 Authorizations and Appropriations Under the Perkins Act, as Amended[a] (in thousands of dollars)

Program	Authorizations (FY 1991)	Appropriations (FY 1991)
Basic grants:[b]		
Basic State grants	*$1,205,308*	$841,523
Indian and native Hawaiians	*18,872*	13,218
Pacific Territories	*2,516*	1,762
State advisory councils	9,000	8,783
Community based organizations	15,000	11,711
Consumer and homemaking education	38,500	33,352
Guidance and counseling[c]	20,000	0
Business-labor-education partnerships[c]	10,000	0
Tech-prep education	125,000	63,434
Supplementary grants for facilities and equipment	100,000	0
Community education employment centers[c]	*7,500*	0
Vocational education lighthouse schools[c]	*2,500*	0
Tribally controlled postsecondary vocational institutions	4,000	2,440
National programs:[b]		
Research[d]	*9,436*	6,831
Demonstrations[d]	*9,436*	12,970
Data systems[d]	*12,582*	4,880
Other research[e]	3,000	0
National council[f]	350	0
Bilingual vocational programs	10,000	2,888
Total	$1,603,000	$1,003,792

Please see next page for footnotes to table.

NOTE: Table prepared by the Congressional Research Service (CRS). The numbers in **italics** have been calculated by CRS from the percentages specified in P.L. 101-392.

Footnotes to Table 1:

[a]The table excludes the permanent annual appropriation, currently $7,148,000, provided by the Smith-Hughes Act of 1917. Section 104 of the Vocational Education Amendments of 1968 specifies that these funds shall be used as if they were appropriated for section 3 of the Perkins Act. In addition to the Perkins Act, section 312 of P.L. 101-392 authorizes $2 million for FY 1991 and "such sums" for the 5 succeeding fiscal years for tribal economic development and education institutes; this authority is excluded from the table.

[b]Section 3(a) authorizes a **single** appropriation for basic State grants **and** national programs, exclusive of bilingual vocational training. The amount appropriated is divided, as follows: 95.8 percent for basic State grants, 1.5 percent for Indians and native Hawaiians, 0.2 for Pacific Territories, and 2.5 percent for national programs.

[c]Section 3(d)(2) specifies that funds will be available for these programs only if the amount available for basic State grants exceeds $1 billion.

[d]Section 451 allocates appropriations for national programs, exclusive of bilingual vocational training, as follows: 30 percent for research and development, of which 90 percent is reserved for the national center or centers on vocational education; 30 percent for demonstration programs; and 40 percent for data systems. The amount for data systems is allocated as follows: not less than 22 percent for the National Occupational Information Coordinating Committee, not less than 8 percent for data systems, and not less than 10 percent for the National Network for Curriculum Coordination. While FY 1991 appropriations have not exceeded the total authorization for these three national programs, the appropriation language specified exact amounts for the three programs, thereby indirectly modifying the percentage requirements.

[e]Section 404(d) authorizes $3 million for FY 1991 and "such sums as may be necessary" for fiscal years 1992 through 1995 to carry out additional research activities that the Secretary may assign to the national center or centers for research in vocational education.

[f]Section 3(f) authorizes $350,000 for the National Council for FY 1991; under the 1990 amendments, the Council is repealed, effective October 1, 1991. The FY 1991 appropriation did not contain specific funding for the Council; however, activities of the Council are supported by the ED salaries and expenses account.

CHANGES IN THE BASIC STATE GRANT FORMULA

P.L. 101-392 adds three provisions to the basic State grant allotment formula under the Perkins Act (sections 101 and 101A).[4] **First**, the effects of the 0.5 percent minimum grant provision are restricted so that no State may receive more than the **lesser of** (a) 150 percent of the State grant for the preceding year, and (b) 150 percent of the national average payment per pupil for the preceding year. **Second**, notwithstanding the restrictions on the 0.5 percent minimum grant, no State in any fiscal year may receive less than the amount allotted to it in FY 1991. **Third**, Outlying Areas in the Pacific (Guam, American Samoa, the Northern Mariana Islands, and Palau) are removed from the State allotment formula, both in terms of basic State grants and the other formula grants to States under title III of the Perkins Act. Instead, 0.2 percent of the total appropriation for basic State grants and national programs is reserved for the Pacific Areas. From this amount, the Secretary of Education annually provides grants of $500,000 for Guam and $190,000 each for American Samoa, the Northern Marianas, and Palau (section 101A). Remaining funds from the 0.2 percent reserve are provided by grant to the Center for the Advancement of Pacific Education (CAPE), located in Honolulu, Hawaii. In turn, CAPE makes grants for vocational education and training in Guam, American Samoa, the Northern Mariana Islands, Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands.

Comment. These three changes to the formula do not appear to have altered significantly the calculation of grants for most States under the FY 1991 appropriations, the first allocations affected by the 1990 amendments. For FY 1992 and later, the first two changes may restrict the future growth in allotments received by States otherwise benefitting from the 0.5 percent minimum grant provisions. Only 13 States received the 0.5 percent minimum grant in FY 1990. Of these 13 States, 8 were capped in FY 1991 because of the new ceiling of 150 percent of the national average payment per pupil. However, because of the application of the new FY 1991 minimum, none of these 8 States received a grant that was less than the amount they received in FY 1990.[5] The prior Perkins Act minimum--that no State shall receive less than the payments made to that State for FY 1985--applies to all States and was not modified by P.L. 101-392. The third provision authorizes grants only to the Pacific Outlying Areas. The Pacific Areas received $1,070,000 in FY 1991 under the new provisions, an increase of $28,000 (2.7 percent) over the FY 1990 amount; in comparison, the total appropriation for vocational education grants to all States increased approximately 8 percent in FY 1991. A consequence of the 1990

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[4]Under former law, the Perkins Act allocated basic State grants on the basis of population and per capita income. No State could receive less than 0.5 percent of the total appropriations, as long as it did not receive more than 150 percent of its grant in the previous year as a result of the 0.5 percent minimum. No State could receive less than the payments made to it for FY 1985.

[5]In calculating the FY 1991 allotments, ED interpreted the FY 1991 minimum to refer to grants to the States from FY 1990 appropriations.

amendments is that basic State grants are now calculated by essentially the same method for all 50 States, the District of Columbia, Puerto Rico, and the Virgin Islands.

STATE ACTIVITIES UNDER BASIC STATE GRANTS

Figure 1 shows the allocation of each basic State grant between State and local activities as required by title II of the Perkins Act.[6] Under **P.L. 101-392**, each State must divide its basic State grant as follows: an amount not to exceed 25 percent for State agency activities and at least 75 percent for local recipients (section 102). The 25 percent State share represents an increase over former law. Prior to the 1990 amendments, no State could retain more than 20 percent for its own activities, with the remainder distributed to local recipients.

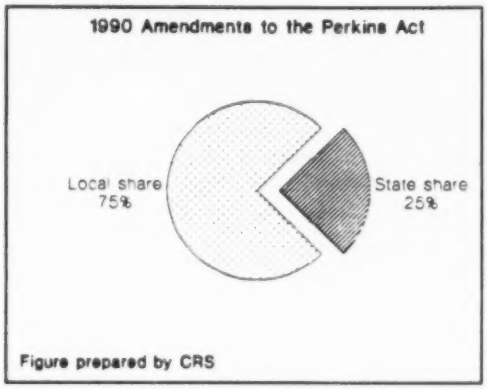

Figure 1. State and Local Share of Basic State Grants

Allocations for State Activities

Figure 2 shows the details of the reservation of funds for activities at the State level under the basic State grant program. All percentages are given in terms of the total basic State grant allocated to each State. **P.L. 101-392** specifies 10.5 percent for programs for single parents and sex equity, an amount not to exceed 8.5 percent for State leadership activities, an amount that is not to exceed 5 percent for State administrative activities, and 1 percent for programs for criminal offenders (section 102).

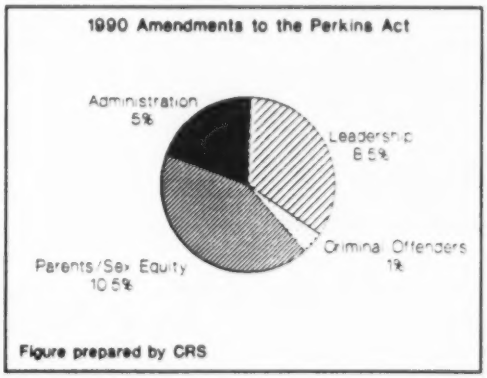

Figure 2. State Activities Under Basic State Grants

Certain exceptions and adjustments to the percentages reserved for activities under the basic State grant program are provided by the 1990 amendments. For **single parents and sex equity**, each State must reserve an amount not less than 7 percent from its

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[6]The preponderance of funds allocated under the Perkins Act are distributed through the title II basic State grants program. The Act authorizes additional grants to States under title III, for activities such as tech-prep education, community based organizations, and consumer and homemaking education.

basic State grant for programs for single parents, displaced homemakers, and single pregnant women, and not less than 3 percent for the sex equity program (section 102(a)(2)). For **State administration**, up to $250,000 may be reserved, even if that amount exceeds the 5 percent reservation. However, each State must spend from this amount not less than $60,000 for the sex equity coordinator. Remaining administrative funds may be used for the following activities (section 102(a)(4)): State plan development, local application review, program monitoring and evaluation, technical assistance, and compliance with Federal laws.

Comment. The share of the basic State grant that may be retained for State level activities has been increased, from 20 percent under prior law to the current 25 percent. Nevertheless, State discretion over these funds appears to have been reduced under the 1990 amendments, especially in three areas. **First**, the share available for State administration decreased from 7 percent under former law to 5 percent. **Second**, under former law, each State could choose from a substantial list of authorized activities for the remaining 13 percent (of the total of 20 percent) that it could reserve. Under the 1990 amendments, the remaining 20 percent (of the total of 25 percent) is delineated for specific activities, as indicated in figure 2. **Finally**, each State must distribute 75 percent of its basic State grant by formula for local programs (see section on *Substate Allocation of Funds* [page 10] for additional details). Under former law, mandatory formula provisions applied only to funds reserved for programs for the disadvantaged and programs for the handicapped--only 29.8 percent of each basic State grant; the remainder of funds for local recipients were distributed by discretionary methods determined by the State agency.

Other State Provisions

P.L. 101-392 reserves 8.5 percent of each basic State grant for State programs and State leadership activities, as shown in figure 2 (sections 102(a)(3) and 201). These activities include:

- professional development for vocational and academic teachers;
- development, dissemination, and testing of curriculum to integrate vocational and academic instruction and to provide for coherent course sequences; and
- program assessment including the development of performance standards and measures, as well as program improvement and accountability.

P.L. 101-392 repeals most requirements for nonfederal matching of Federal funds. One notable exception is that States must match Perkins Act funds used for State administration on a dollar for dollar basis (sections 102(b) and 515). Under the 1990 amendments, each State must maintain its 1990 level of funding for three activities: the program for single parents, displaced homemakers, and

single pregnant women; the sex equity program; and the program for criminal offenders (section 102(c)).

Comment. State programs and State leadership activities are separate from the State administrative activities discussed above, but the reservation is part of the 25 percent State share. However, these authorized activities may have been undertaken by many States as part of "State administration" under former law. The repeal of most matching provisions removes a requirement that appears to have had little impact overall, because most States overmatched by several times their Federal grants under the Perkins Act.

PERFORMANCE STANDARDS

P.L. 101-392 requires States to develop and implement performance standards and measures (section 115).[7] States must develop standards and measures for both secondary and postsecondary vocational education programs within 2 years after the enactment of the 1990 amendments (i.e., by September 25, 1992).[8] The State board of vocational education is required to appoint and consult with a State Committee of Practitioners.[9] The system of standards and measures must apply to all programs aided by the Perkins Act. School districts and postsecondary institutions are permitted to modify State standards to reflect local circumstances. For example, if a particular region of the State is experiencing particularly high unemployment, presumably districts in that region could modify standards such as job placement rates to reflect those economic conditions.

The Perkins Act contains several criteria for each State's performance standard systems. The system must:

- Include measures of learning and competency gains including student achievement gains in basic and more advanced academic skills;

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[7]The House report notes that "a measure is a description of an outcome, while a standard is the level or rate of that outcome." H. Rept. 101-41, p. 13. For background information on this topic, see U.S. Library of Congress. Congressional Research Service. *Vocational education performance standards*. CRS Report for Congress No. 89-440 EPW, by Richard N. Apling. Washington, 1989.

[8]Section 113 requires States in their State plans to assure that performance measures and standards will be developed and to describe how they will be developed. Section 201(b)(3) requires States to use at least some of their State basic grant that is set aside for State programs and leadership activities for developing and implementing performance standards and measures.

[9]Section 512(a) contains details on the Committee of Practitioners; each State must establish such a committee to review State rules and regulations pursuant to the Perkins Act prior to their publication.

- Include at least one measure of outcomes of vocational programs (for example, school retention or completion and job placement or equivalent such as military enlistment);

- Provide incentives to encourage serving members of special populations as identified under the Act; and

- Capitalize on existing resources and methods of performance assessment developed under other Federal programs such as the Job Training Partnership Act (JTPA).

The Secretary of Education must provide technical assistance to the States for developing performance standards systems. The Secretary must submit a report to the Congress by September 1994 describing the systems that States have implemented, evaluating the quality of these systems, and determining the feasibility of developing common indicators of performance based on the various State standards and measures. Under section 402(a), the Secretary must conduct research on the development and implementation of performance standards and on the impact of such standards on vocational education students. Under section 403(b)(7), the national assessment of vocational education (discussed separately below [page 16]) must evaluate the effects of performance standards and other accountability systems on vocational education.

The Perkins Act requires States to use the performance measures and standards developed under section 115 to evaluate and improve programs receiving Perkins Act funds (section 117). Within 1 year after the State implements its performance standards system (i.e., by September 1993), any recipient of Perkins Act funds that has not made "substantial progress" in achieving the performance standards must develop a program improvement plan. The plan will identify how programs will be modified to improve performance.

If performance still does not meet State standards after another year (that is, by September 1994), the State and the local recipient of funds must produce a second improvement plan. This document will describe plans for additional improvement, including improved services to members of special populations, if necessary, State technical assistance to be provided, and a timetable for the improvement to take place. The State and the recipient then annually review and revise the plan each year until the local recipient fulfills standards for more than 1 year.[10]

Comment. Under previous law, the Perkins Act directed each State, as part of its State plan, to assure that it developed measures of program effectiveness, including evaluation measures such as assessment of the State labor market needs, occupational skill levels, and employment competencies that

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[10]The House Committee on Education and Labor reported that it is not the intent "that the authority to monitor programs be construed to mean that the State has the authority to apply sanctions in connection with the utilization of measures and standards at the local level." H. Rept. 101-41, p. 14.

reflect the needs of State employers. Current law not only mandates standards and measures but requires that States and local recipients of funds under the Perkins Act must use these standards and measures to assess program quality. In addition, although the Perkins Act authorizes **no financial sanctions** for unsatisfactory performance, State and local **administrative action is required** for programs that do not show improvement. These requirements have several parallels with program improvement provisions for chapter 1 of title I of the Elementary and Secondary Education Act of 1965 (ESEA). Sections 1020 and 1021 of ESEA require, among other things, State measures and standard setting, consultation with a "committee of practitioners," and local improvement plans for schools that do not "show substantial progress" toward meeting these standards.

SUBSTATE ALLOCATION OF FUNDS

P.L. 101-392 requires that at least 75 percent of each State's basic grant must be distributed to local recipients for secondary, postsecondary, and adult vocational programs, as shown above in figure 1 (section 102). Each State determines the proportions of these funds allocated to secondary vocational education and to postsecondary and adult vocational education. Allocation formulas are required for both types of programs, however, as follows:

- For **secondary vocational education programs**, 70 percent of funds must be allocated to local educational agencies (LEAs) on the basis of their share of funds received under section 1005 of ESEA;[11] 20 percent on the basis of the number of students with disabilities who have individualized education programs under section 614(a)(5) of part B of the Individuals with Disabilities Education Act (IDEA);[12] and 10 percent on the basis of total school enrollment and the number of adults in training programs under the jurisdiction of LEAs (section 231). **The minimum grant under this formula is $15,000**; an LEA may form a consortium with other LEAs to meet this minimum.[13]

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[11]The ESEA section 1005 provides basic grants to LEAs for compensatory education under the chapter 1 program.

[12]The IDEA was enacted by P.L. 101-476, the Education of the Handicapped Act Amendments of 1990, which amended and changed the name of the Education of the Handicapped Act.

[13]States may waive the $15,000 minimum for an LEA located in a rural, sparsely populated area which demonstrates it is unable to join a consortium to provide vocational education services (section 231). States are required to distribute funds to area vocational schools or intermediate educational agencies if such a school or agency has formed, or will form, a consortium with one or more LEA in order to obtain funds under the Perkins Act, **and** such school or agency serves an equal or greater proportion of economically disadvantaged students and disabled students than the proportion who are served by secondary

(continued...)

- For **postsecondary and adult vocational education programs**, the required allocation among eligible institutions is based on their proportion of Pell grant[14] recipients and recipients of assistance from the Bureau of Indian Affairs in the State (section 232). The Secretary of Education may waive this requirement if a State demonstrates that an alternative formula would more effectively distribute funds to institutions with the highest percentages of economically disadvantaged students. **The minimum grant under this formula is $50,000.** Eligible institutions include institutions of higher education, LEAs serving adults, and area vocational schools serving adults.

Any State that allocates 15 percent or less either to secondary or to postsecondary and adult programs may, at its discretion, distribute that amount by competitive grant or by an alternative to the specified formula in order to achieve "a more equitable distribution of funds for programs serving the highest numbers of economically disadvantaged individuals" (section 233).

Comment. Under former law, only the 10 percent reserved for the handicapped and the 22 percent reserved for the disadvantaged were required to be distributed by formula to local recipients. The new law represents a significant increase in the portion of the basic State grant distributed by formula, and eliminates much of the discretion formerly given to State agencies regarding the distribution of funds to local recipients. Former law contained no specific requirements for minimum grants to local recipients, although the State board was specifically allowed to encourage those with grants of $1,000 or less to operate joint programs with other recipients.

LOCAL USES OF FUNDS

P.L. 101-392 stipulates that each local recipient of funds under the basic State grant shall use the funds to improve vocational education programs, with

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[13](...continued)
schools in all LEAs participating in the consortium. The requirement of equal proportion of disabled students and economically disadvantaged students may be waived if those involved in the consortium can demonstrate that proportions of such students at the area vocational school or intermediate educational agency are lower because of "lack of interest by [such] students . . . in attending vocational education programs in that area school or intermediate educational agency."

[14]The Pell Grant program provides grants to undergraduate students from low-income families to finance their postsecondary education. It is the largest need related program of Federal grants for postsecondary students and is considered to be the "foundation" program for Federal student aid.

the "full participation of members of special populations" (section 235).[15] Funds must be used "at a limited number of sites or with respect to a limited number of program areas." Local recipients must give priority to assist sites or programs serving "the highest concentration of individuals who are members of special populations." In addition, local vocational education programs assisted under basic State grants must:

- be of sufficient "size, scope, and quality" to be effective;
- integrate vocational and academic education by means of coherent course sequences that lead to students' competencies in vocational and academic skills; and
- provide equitable participation for members of special populations in these programs.

These requirements apply to recipients under both the secondary and postsecondary and adult programs. P.L. 101-392 provides an illustrative list of permissible activities for the use of funds to accomplish these objectives. Uses include curriculum improvement, equipment purchases, inservice training, tech-prep programs, supplementary services for members of special populations, a special populations training coordinator, apprenticeship programs, and comprehensive postsecondary mentor programs. No local recipient may use more than 5 percent of its grant for administrative costs.

Comment. Under former law, a local recipient generally apportioned its grant between two activities: programs for special populations and program improvement activities. Under the 1990 Amendments, recipients must combine these objectives. Many of the illustrative uses of funds were listed under former law; however, the tech-prep program, the special populations coordinator, and the postsecondary mentor programs are new. The requirement to integrate vocational and academic education through sequential courses is new. Explicit provision for local administrative costs also is new with the 1990 amendments.

ASSURANCES OF SERVICES TO SPECIAL POPULATIONS

P.L. 101-392 removes most reservations of funds for special populations (see footnote 15) that existed under former law; exceptions include three State level activities: (1) programs for single parents, displaced homemakers, and single pregnant women; (2) sex equity programs; and (3) programs for criminal offenders. Instead, each State must provide assurances that each of the specified special populations are being given equal access to all vocational programs and activities (section 118). Local recipients must describe in their grant

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[15]Section 521(31) defines **special populations** to include "individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions."

applications how the needs of members of special populations are to be met and how access to quality programs is to be provided (section 240). As discussed in the section on *Local Uses of Funds* [page 11], each local recipient of an award under the basic State grant program must give priority to sites or programs that serve concentrations of students from special populations (section 235(b)).

States must designate the following officials to review at least a representative sample of plans of local recipients, as follows (sections 111(c), 111(d), and 111(e)):

- The head of the State office that administers part B of IDEA to review plans with respect to the provisions of the Perkins Act related to the education of students with disabilities.

- The head (or other appropriate official) of the State office that coordinates services under chapter 1 of title I of ESEA to review plans to determine whether the needs of economically disadvantaged students have been met.

- The head (or other appropriate official) of the State office that administers programs for limited English proficient students to review plans to determine whether the needs of such students have been met.

In general, funds made available to States under the 1990 amendments must be used to supplement and not supplant State and local expenditures. Funds allocated from the basic State grant for secondary, postsecondary, and adult vocational education programs, however, may be used to pay for vocational education that is required in a handicapped student's individualized educational plan (section 516).

Comment. By eliminating most of the provisions in former law to set aside a portion of funds for each special population group, P.L. 101-392 reverses a lengthy trend in Federal vocational education legislation. Former law restricted Federal payments to the excess costs related to meeting the special vocational education needs of disadvantaged and handicapped students; these provisions were eliminated. One special population group under former law, adults in need of training or retraining, is no longer included as one of the special populations under the 1990 amendments.

NEW PROGRAMS

P.L. 101-392 authorizes a number of new vocational education programs under the Perkins Act, including tech-prep education, supplementary grants for facilities and equipment, community education employment centers, vocational education "lighthouse" schools, tribally controlled postsecondary vocational institutions, and a variety of new national demonstration projects. In terms of authorization level, the most significant of these new activities are tech-prep education, authorized at $125 million for FY 1991, and supplementary facilities and equipment grants, authorized at $100 million. Tech-prep education and the

program for tribally controlled postsecondary vocational institutions received initial funding in FY 1991. P.L. 101-392 **repeals** the authorization for adult training, retraining, and employment development (effective July 1, 1991) and the National Council on Vocational Education (effective October 1, 1991).

Tech-Prep Education

P.L. 101-392 authorizes the Tech-Prep Education Act under title III of the Perkins Act (sections 341 through 347). This program is defined as a combination of secondary and postsecondary education activities that:

(a) leads to an associate degree or 2-year certificate;

(b) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, practical art or trade, agriculture, health, or business;

(c) builds student competence in mathematics, science, and communications through a sequential course of study; and

(d) leads to placement in employment (as a result of these activities).

If the annual appropriation for the tech-prep program is $50 million or less, discretionary grants are authorized to be made to qualified consortia. At higher appropriation levels, the Secretary must make grants to the States according to the formula specified for basic State grants; States would then make grants to consortia to operate tech-prep programs. Qualified consortia consist of:

(a) LEAs, intermediate educational agencies, or area vocational schools serving secondary school students, or secondary schools funded by the Bureau of Indian Affairs; and

(b) nonprofit institutions of higher education that offer specified types of 2-year programs, including apprenticeship programs, or certain types of proprietary institutions of higher education that offer 2-year programs.

Each consortium must submit an application for funding that consists of a 3-year plan for the development and implementation of its program. Each tech-prep program must be carried out under a formal agreement between members of the consortium. The agreement specifies a sequence of courses that leads to the skills required for each career covered by the agreement. Each program must consist of 2 years of secondary school and either 2 years of higher education or at least 2 years of an apprenticeship program. Programs must include in-service training for teachers and training programs for counselors. Tech-prep grants must be equitably distributed between urban and rural areas. The Secretary must report to Congress on the effectiveness of the program.

Comment. This program is an initial attempt to create a significant linkage between secondary and postsecondary vocational education programs at the local level. In addition, the program represents two themes of the 1990 amendments: (1) the combination of academic and vocational training within the same activity and (2) an increased focus on skills needed for employment. Previous title III programs all required formula grants to the States; at an appropriation of $50 million or under, the new provisions authorize competitive grants, and recipients other than States, for the first time.[16]

Supplementary Grants for Facilities and Equipment

P.L. 101-392 authorizes supplementary State grants for facilities and equipment and other program improvement activities under title III (sections 351 through 356). The Perkins Act allots these new State grants in proportion to each State's share of allocations under the section 1006 concentration grants program of ESEA.[17] Each State receiving a supplementary grant must distribute 100 percent of the funds to LEAs in proportion to what each agency receives under section 1006. Local recipients must give priority in the use of these funds for improving facilities and equipment for other Perkins Act programs; remaining funds may be used for other program improvement activities, such as curriculum development or teacher training. States must submit annual data concerning the use of funds and students served through these grants.

Comment. Prior law authorized a national demonstration program for State equipment pools; that authority was repealed by the 1990 amendments. Under the new law, a State allotment formula other than that for the Perkins Act basic State grant program is specified for the first time.

Tribally Controlled Postsecondary Vocational Institutions

P.L. 101-392 enacts a new part H of title III, the Tribally Controlled Vocational Institutions Support Act of 1990 (sections 381 through 390). This part authorizes a program of competitive grants for the operation and improvement of postsecondary vocational institutions that are tribally controlled to ensure continued and expanded educational opportunities for Indian students, and for the physical resources of such institutions. At least two grants must be awarded in the first year of appropriations for this program. The Secretary of Education is required to conduct a study of the training and housing needs of each eligible grant recipient, and report the results of the study to the Congress no later than July 1, 1991. In addition, the Secretary must conduct a longer

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[16]The tech-prep program was initially funded at $63.4 million in FY 1991; at this funding level, grants to the States are made by the allocation formula.

[17]The ESEA section 1006 grants are for LEAs in counties that have high concentrations of children from low income families for the provision of compensatory education under the chapter 1 program.

term study of the facilities of each eligible institution, with a report to the Congress no later than 18 months following enactment.

Comment. The Conference Report on the 1990 amendments (H. Rept. 101-660, page 158) indicates that these funds are to be considered as basic support for eligible institutions, and should not lead to the reduction in any other Federal funds, either by the school, its students, or the tribe sanctioning its operation.

NATIONAL ASSESSMENT

P.L. 101-392 requires the Office of Educational Research and Improvement (OERI) to conduct a national assessment of vocational education (section 403). The Secretary of Education must submit an interim report to the Congress by January 1, 1994, and a final report no later than July 1, 1994. The OERI must appoint an independent advisory panel to provide advice on the implementation of the assessment. The assessment must include topics such as the impact of the Perkins Act on State and local programs, including program improvement and the needs of special populations; Federal, State, tribal, and local expenditures for vocational education; the quality and quantity of vocational education teachers; and the academic and employment outcomes of participation in vocational education programs. The Perkins Act formula for the allocation of State grants must also be studied as part of the assessment; this part must be completed by January 1, 1994.

Comment. The national assessment provisions update and amend similar provisions in prior law under which the Secretary of Education conducted a national assessment for the Congress. The mandatory advisory panel is a new provision under P.L. 101-392, as is the study of the State allocation formula under the Perkins Act.

NATIONAL RESEARCH CENTERS

P.L. 101-392 authorizes the Secretary of Education to establish one or two national centers for research in two separate areas: (1) applied research and development, and (2) dissemination and training (section 404). At least two-thirds of the funds must be used for applied research and development activities, with the remainder for the second set of activities. Institutions of higher education, or a consortium of such institutions, are eligible to receive grants. A competition must be held **after** 1992; recipients must operate centers for a period of 5 years. If a single recipient demonstrates that it can administer both areas of research, it must be given preference in the award competition. Otherwise, awards must be made for each of the research areas. Up to 10 percent of each center's funds may be used for field-initiated research needs.

Comment. The new authority for one or two national research centers replaces authority for a single center; the existing National Center for Research in Vocational Education--currently operated by a consortium headed by the University of California at Berkeley--is to continue to operate through its 5-year

cycle ending December 31, 1992. The authority for the centers related to field-initiated research also is new.

VOCATIONAL EDUCATION DATA SYSTEM

P.L. 101-392 requires the Secretary of Education to establish a vocational education data system within 6 months of enactment of the 1990 amendments (section 421). The explicit purpose of the data system is to provide information that is relevant to making policy to the Congress, and to provide Federal, State, local and tribal agencies with information relevant to program management and effectiveness. The National Center for Education Statistics must coordinate the development and implementation of the data system. The Secretary must establish a Vocational Education Advisory Task Force within 90 days of enactment of the 1990 amendments, to provide advice on the development and implementation of the data system. The Secretary must carry out an assessment of data availability and adequacy with respect to international competitiveness in vocational skills, with a report to appropriate committees of Congress no later than August 31, 1994. As a regular part of its assessments, the National Assessment of Educational Progress (NAEP) must include a national sample of vocational education students, including special populations, in order to compare the educational achievement of vocational education students with other students.

Comment. The statement of purpose, the Advisory Task Force, the international assessment, and the NAEP provision are all new requirements with the 1990 amendments. The basic provisions of the vocational education data system have been in existence since 1984. Virtually no data were collected and published under the older system, however; both committees criticized the U.S. Department of Education's efforts regarding these requirements. The House Committee on Education and Labor said (H. Rept. 101-41, page 20):

> The Committee was very concerned during its preparation for the reauthorization of the Act that there was very little data available on the condition of vocational education in the Nation and little information about how Federal vocational education funds have been spent in the past.

The Senate Committee on Labor and Human Resources declared (S. Rept. 101-221, page 34):

> The Committee recognizes that one of the major deficiencies in vocational education research and evaluation continues to be inadequate data. This lack of data was a serious impediment to the progress and work of both the National Assessment of Vocational Education and the General Accounting Office (GAO) study on vocational education.

NEGOTIATED RULEMAKING

P.L. 101-392 requires the Secretary of Education to hold regional meetings to obtain public advice in the drafting of regulations for Perkins Act programs (section 504). These meetings must include representatives of groups and individuals involved in vocational education at the Federal, State, and local levels. The Secretary is directed to select **at least four issues** for discussion at these meetings[18] and "shall take into account" information obtained at the regional meetings in developing proposed regulations.

Following the regional meetings and prior to the publication of proposed regulations, the Secretary must develop and submit draft regulations on **at least two major areas**[19] for negotiated rulemaking. The requirement stipulates that "the Secretary shall follow the guidance provided in the Administrative Conference of the United States in Recommendation 82-4 and 85-5, *Procedures for Negotiating Proposed Regulations*, (1 C.F.R. 305.82-4 and 85-5) and any successor recommendation, regulation, or law. The Secretary is to select participants for the process from participants in the regional meetings. The process is to be timely so that final regulations under the Perkins Act are issued within 240 days of enactment of the 1990 amendments required under section 431(g) of the General Education Provision Act (GEPA).

Comment. Provisions for regional meetings and negotiated rulemaking are intended to broaden participation by Federal, State, and local officials and practitioners in drafting regulations for the Perkins Act. The House Committee on Education and Labor reported (H. Rept. 101-41, page 21) that a scaled-down version of this process has been a success with regard to the title I, chapter 1 compensatory education program, as required under the provisions of section 1431 of the ESEA.

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[18]The ED held regional meetings in Philadelphia, Atlanta, Kansas City, and San Francisco in Oct. and Nov. 1990. *Education Daily*. ED Begins to Interpret New Perkins Voc Ed Law, Oct. 24, 1990. p. 1-2.

[19]To comply with the requirement for negotiating at least two issues, ED chose three issues:

- Whether program evaluations should be applied to an entire [vocational education] program;
- A State's fiscal responsibility in providing equal access to special populations of poor and disabled students; and
- Definitions for four terms: "coherent sequence of courses," "equitable participation," "funding priorities," and "full participation."

Education Daily. ED Picks Three Topics for Perkins Rulemaking Session, Dec. 13, 1990. p. 6.

With regard to the publication of final regulations, the ED Office of Vocational and Adult Education sent draft regulations on the 1990 amendments to the Secretary of Education around June 1, 1991, according to a report in *Vocational Training News* (June 6, 1991, page 3). Following review and approval by the Secretary, the proposed regulations have to be approved by Department's Office of General Council and the U.S. Office of Management and Budget. ED did not meet the 240-day deadline for issuing final regulations. It is anticipated that the implementation of the 1990 amendments will be well underway during the 1991-92 school year before final regulations are issued.

APPENDIX A: LEGISLATIVE HISTORY

P.L. 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, was signed into law by the President on September 25, 1990. The 1990 legislation made comprehensive amendments to the Carl D. Perkins Vocational Education Act (P.L. 98-524, enacted October 19, 1984); changed the name of the Perkins Act to the Carl D. Perkins Vocational *and Applied Technology* Education Act (emphasis added); and extended the authorization of Perkins Act programs, as amended, through FY 1995.[20] The 1990 amendments began in the House as H.R. 7, the Applied Technology Education Amendments of 1989; the Senate version was S. 1109, the Carl D. Perkins Vocational Education Act Amendments of 1989. This appendix describes the legislative actions that occurred between the initial introduction and the final enactment.

HOUSE COMMITTEE CONSIDERATION

Representatives Hawkins and Goodling introduced H.R. 7 on January 3, 1989; the measure was subsequently referred to the House Committee on Education and Labor. The Subcommittee on Elementary, Secondary, and Vocational Education held seven forums on vocational education, where subcommittee staff and legislative assistants of the Members were briefed by a wide selection of vocational education experts. Subsequently, the subcommittee held four hearings, with witnesses from the public and the Administration. In addition, the subcommittee held two field hearings, one in Pennsylvania, and the other in Michigan. The subcommittee marked up the bill on April 12, 1989, and unanimously reported a substitute amendment to the full committee. The committee considered H.R. 7 on April 25, and unanimously reported the bill with several amendments (H. Rept. 100-41) on April 28. According to the report, the committee also considered several separate proposals, including: H.R. 22, the Tech-Prep Education Act; H.R. 1787, integration of academic and vocational skills; H.R. 1812, consumer and homemaking education; H.R. 1819, negotiated rulemaking procedures; H.R. 1913, business-labor-education partnerships; H.R. 1941, improvement of facilities and equipment; and H.R. 2064, career guidance and counseling.

HOUSE FLOOR AMENDMENTS

On May 9, 1989, the House agreed to H. Res. 143, the rule under which H.R. 7 was considered. The rule provided for 1 hour of general debate on the bill, as it was amended and reported by the Committee on Education and Labor.

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[20]Two other comprehensive reauthorization proposals were introduced during the 101st Congress: H.R. 2329/S. 1133, the Vocational Education Excellence Act of 1989 (at the request of the U.S. Department of Education); and H.R. 1128/S. 658, the Carl D. Perkins Vocational-Technical Education Act Amendments of 1989 (at the request of the American Vocational Association).

Subsequently, and on the same day, the House passed H.R. 7 by a vote of 402 to 3, after agreeing to several additional amendments, including:

- an amendment by Representatives Hawkins and Goodling to make technical, conforming, and clarifying amendments to the bill;
- an amendment by Representative Watkins to require a local educational agency to provide a portion of its allocation to any area vocational school that serves special populations from that agency;
- an amendment by Representative Roukema, as amended by a substitute amendment by Representative Goodling, for an 80 percent hold harmless provision for local recipients of State grants;
- an amendment by Representative Miller of California to exempt any student financial assistance from being considered as income or resources under other Federal programs;
- an amendment by Representative Goodling concerning investigation by the General Accounting Office of delays in issuing reports, research, or regulations by the U.S. Department of Education; and
- an amendment by Representative Dannemeyer concerning voluntary prayers in public schools.

The House rejected an amendment by Representative Nielson that would have deleted the provision for "negotiated rulemaking" by the U.S. Department of Education. The House also rejected an amendment by Representative Smith of Vermont that would have exempted 10 to 20 schools from Federal regulations and allow them to combine funds from several Federal sources for applied technology programs.

H.R. 7, as amended by the House, was received in the Senate and referred to the Committee on Labor and Human Resources on May 16, 1989.

SENATE COMMITTEE CONSIDERATION

Senators Pell, Kassebaum, and Kennedy introduced S. 1109 on June 1, 1989; the measure was referred to the Senate Committee on Labor and Human Resources. The Senate Subcommittee on Education, Arts, and Humanities held a series of seven hearings on S. 1109. Three of these hearings were held in Washington, D.C.; regional hearings were held in Gulfport, Mississippi; Wichita, Kansas; Providence, Rhode Island; and Randolph, Vermont. The subcommittee marked up the bill on October 26, and unanimously reported a substitute amendment to the full committee. The committee considered S. 1109 on November 1, 1989, and unanimously reported a substitute amendment (S. Rept. 101-221) on November 21, 1989. According to the report, the committee also considered several separate proposals, including: S. 439, the Tech-Prep Education Act; S. 496, vocational education programs for Indians and Hawaiian

natives; S. 658, the Carl D. Perkins Vocational Technical Education Act Amendments of 1989; S. 799, the Vocational Technical Education Quality and Equity Act of 1989; S. 1133, the Vocational Education Excellence Act of 1989; and S. 1190, the Office of Correctional Education Act of 1989.

SENATE FLOOR AMENDMENTS

On April 5, 1990, the Senate considered S. 1109, as reported by the Committee on Labor and Human Resources. Two amendments were considered: (1) Senator Pell (for himself and Senators Kassebaum, Kennedy, and Hatch) proposed an amendment in the nature of a substitute; and (2) Senator Lautenberg (for himself and Senators Bradley, Heflin, Moynihan, and Kohl) proposed the establishment of a new title III program of community education employment centers. The Senate agreed to both amendments and then replaced the text of H.R. 7 with that of S. 1109, as amended. The Senate then passed H.R. 7, as amended and in lieu of S. 1109, by a vote of 96 to 0 (and indefinitely postponed consideration of S. 1109).

CONFERENCE COMMITTEE

On August 2, 1990, the conference committee, having reached agreement on the differing versions of H.R. 7 reported the bill (H. Rept. 101-660). The Senate agreed to the conference report August 2, and the House agreed on September 13, 1990. H.R. 7 was signed into law September 25, 1990, as P.L. 101-392.

APPENDIX B: OTHER PROVISIONS CONSIDERED

A number of provisions were considered, **but not enacted**, in the process of reauthorizing the Perkins Act. Among the issues that received considerable attention were the mandatory creation of a joint State advisory council for a variety of Federal education and training programs, and a provision to require a portion of each State's Federal funds to be allocated to secondary programs and a portion to postsecondary and adult programs.

JOINT STATE COUNCILS

The House bill proposed that each State must establish a State human investment council, to serve as the single State advisory council for five Federal programs for education and training: the Perkins Act, the JTPA, the Adult Education Act (AEA), the Rehabilitation Act of 1973,[21] and the Wagner-Peyser Act.[22] Existing requirements for State councils under the Perkins Act, the JTPA, and the AEA would have been repealed; the Rehabilitation Act of 1973 and the Wagner-Peyser Act have no provision for State advisory councils. While the primary purpose of the joint council proposed in the House bill was to have been advisory, the rationale for a joint council was to coordinate services provided by these programs and to maximize the use of Federal funds "through the reduction of duplicative and overlapping functions and services."[23] This House proposal was not accepted by the conference committee. During the 102d Congress, the U.S. Department of Labor has proposed, as part of its recommendations to amend the JTPA, a single State human resource council that would provide advice on the JTPA, the Perkins Act, and the AEA (H.R. 2496).

ALLOCATION BETWEEN PROGRAM LEVELS

The Senate proposed a significant restriction on State use of funds under the Perkins Act. The Senate bill would have required that each State spend between 65 and 75 percent of its Perkins Act funds for secondary programs, and between 25 and 35 percent for postsecondary and adult programs. Provision was made for a 3-year phase in, and several exceptions would have been allowed. According to a November 1988 survey report by the National Center for Education Statistics, most States spend more than 35 percent of their basic

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[21]The Rehabilitation Act of 1973 promotes, through grants to States and national activities, comprehensive programs of vocational rehabilitation and independent living for persons with physical or mental handicaps.

[22]The Wagner-Peyser Act supports, through the United States Employment Service, a nationwide system of employment services to persons seeking employment and to employers seeking workers.

[23]U.S. Congress. House. Committee on Education and Labor. *Applied Technology Education Amendments of 1989*. H. Rept., 101-41, 101st Congress, 1st Session, Apr. 28, 1989. Washington, GPO, 1989. p. 12.

grants for postsecondary programs; four States spend between 70 and 100 percent for such programs--New Mexico, 100 percent; Minnesota, 91 percent; Iowa, 74 percent; and Utah, 70 percent. This Senate proposal was not accepted by the conference committee. Under the 1990 amendments, as well as under former law, each State has complete discretion to determine the proportion of Perkins Act funds to be distributed between secondary programs and postsecondary and adult programs at the local level.

APPENDIX C: SELECTED REFERENCES

The following is a list of selected references related to the 1990 reauthorization of the Perkins Act. It includes reports by the House Committee on Education and Labor, the Senate Committee on Labor and Human Resources, the U.S. Department of Education, the U.S. General Accounting Office, the Office of Technology Assessment, and the Congressional Research Service.

U.S. Congress. Office of Technology Assessment. *Performance standards for secondary school vocational education*. [Washington] 1989. 80 p.

U.S. Congress. House. Committee on Education and Labor. Hearings, serial no. 101-15, v. 1, 101st Congress, 1st session. Washington, GPO, 1989.
H.R. 7, a bill to extend the Carl D. Perkins Vocational Education Act. Hearings held Mar. 7, 9, 16, and 21, 1989.

----- Hearings, serial no. 101-16, v. 2, 101st Congress, 1st session. Washington, GPO, 1989.
H.R. 7, a bill to extend the Carl D. Perkins Vocational Education Act. Hearings held in York, PA, Mar. 13, 1989.

----- Hearings, serial no. 101-20, v. 3, 101st Congress, 1st session. Washington, GPO, 1989.
H.R. 7, reauthorization of the Carl D. Perkins Vocational Education Act and H.R. 22, Tech-Prep Education Act.
Hearings held in Westland, MI, Apr. 14, 1989.

U.S. Congress. Senate. Committee on Labor and Human Resources. Hearings, Senate hearing no. 101-317, 101st Congress, 1st session. Washington, GPO, 1989.
Hearings on S. 1109 to amend the Carl D. Perkins Vocational Education Act to extend the authorities contained in such Act through the fiscal year 1995.
Hearings held in Washington, June 22 and July 21 and 27; Wichita, June 29; Providence, July 7; and Vermont July 10, 1989.

U.S. Department of Education. *National Assessment of Vocational Education. Final report: summary of findings and recommendations*. Washington, 1989 (v. I). 145 p.[24]

----- *Final report: implementation of the Perkins Act*. Washington, 1989 (v. II). 162 p.

----- *Final report: postsecondary vocational education*. Washington, 1989 (v. IV). 131 p.

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[24]Volume III of the final report, on vocational education at the secondary level, has not yet been published.

U.S. Department of Education. *National assessment of vocational education. Final report: handicapped and disadvantaged students: access to quality vocational education.* [Washington] 1989 (v. V). 106 p.

U.S. General Accounting Office. *Vocational education: opportunity to prepare for the future.* GAO/HRD-89-55. [Washington] 1989. 75 p.

U.S. Library of Congress. Congressional Research Service. *Carl D. Perkins Vocational Education Act: issues for reauthorization*, [by] Richard N. Apling and Paul M. Irwin. [Washington] 1989. (Issue Brief 89069)
Archived July 16, 1991.

----- *The Carl D. Perkins Vocational Education Act (P.L. 98-524): summary and comparison with selected provisions of the Vocational Education Act of 1963*, by Paul M. Irwin. [Washington] 1985. 48 p. (CRS Report No. 85-697 EPW)

----- *Federal employment and training programs: FY 1992 budget issues*, by Karen Spar. [Washington] 1991. 6 p. (CRS Report for Congress No. 91-257 EPW)

----- *Federal vocational education legislation: recurring issues during the last quarter century*, by Richard N. Apling and Paul M. Irwin. [Washington] 1988. 42 p. (CRS Report for Congress No. 88-704 EPW)

----- *Job Training Partnership Act: pending legislation and budget issues*, by Karen Spar. [Washington] 1989. (Issue Brief 89117)
Archived.

----- *Vocational education: the basic State grant formula of the Carl D. Perkins Vocational Education Act*, by Richard N. Apling. [Washington] 1989. 35 p. (CRS Report for Congress No. 89-515 EPW)

----- *Vocational education performance standards*, by Richard N. Apling. [Washington] 1989. 25 p. (CRS Report for Congress No. 89-440 EPW)

----- *Vocational education reauthorization: House and Senate legislation, 101st Congress*, by Paul M. Irwin. [Washington] 1990. 53 p. (CRS Report for Congress No. 90-280 EPW)